DOCUMENT RESUME

ED 096 463 CE 002 074

AUTHOR Schull, Amy P.
TITLE Typewriting Brush Up; Business Education: 7704.42.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 35p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Business Education; *Business Skills; Course Content; Course Objectives; *Curriculum Guides; Job Skills; Performance Criteria; Resource Materials; Secondary Grades; Skill Development; *Typewriting; Vocational Education
IDENTIFIERS Florida; *Quinmester Program

ABSTRACT

This course outlined in this pamphlet serves as a review clinic for basic typing skills to increase students' employability and provide further skill development. Content includes occupational relationships, enrollment guidelines, performance objectives (perform standard maintenance on a typewriter, type from dictation, compose at a typewriter), course content (timed writing, business letters, centering and tabulating review), learning activities, evaluative instruments, and student and teacher resource materials. Appendixes contain English usage drills, sample evaluative instruments, and their answer keys. (NH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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TYPEWRITING BRUSH UP

Business Education - 7704.42

CE002074

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 096467

TYPEWRITING BRUSH UP

7704.42

Business Education

Written by Amy P. Schull
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1971

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I. COURSE TITLE—TYPEWRITING BRUSH UP

II. COURSE NUMBER—7704.42

III. COURSE DESCRIPTION

A. Synopsis
A review clinic of basic typing employability skills as a basis for further skill development. This course will be beneficial for students who have been trained in typewriting but have not used this skill recently. (Or for students who need further reinforcement in the skill before beginning further skill development.)

B. Teaching Strategies
Content and techniques will depend on the skill status of each student in the class.

C. Textbooks
Any of the state adopted texts for senior high typing, or one of the department's choosing.

D. Occupational Relationships

Typist	Office clerk
Receptionist	Card-punch operator
Secretary	Stenographer

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
Students should have attained the minimum objectives of Typing Business Reports, Outlines and Manuscripts, 7704.31.

B. Purposes
Students enrolled in this course will fall into two general categories.

1. Students who lack sufficient skills in certain areas to continue with more advanced typing.

2. Students who have had previous typing experience but have not used this skill recently.

C. Pretest—none

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

The minimum requirements for this course are a little higher than those for Typing Business Reports, Outlines and Manuscripts. Upon completion of the course, the student will be able to—

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

A. type straight copy material at the minimum rate of 20 words per minute for five (5) minutes with a maximum of one (1) error per minute;

B. type an acceptable copy from given rough draft material with a maximum of two (2) errors per minute;

C. perform an operator's care for the maintenance of the typewriter;

D. type business letters (any style), envelopes (small and large), carbon copies, announcements, memorandums, business reports, outlines, and manuscripts, following oral or written directions;

E. divide words correctly at the ends of lines;

F. proofread and make acceptable corrections;

G. punctuate and capitalize according to accepted typewriting rules (of English usage);

H. type from dictation;

I. compose at the typewriter;

J. complete selected problems with 95% accuracy within a given period of time following given oral or written instructions.

VI. COURSE CONTENT

A. Keyboard
   1. Review
   2. Technique improvement

B. The Typewriter
   1. Proper use of manipulative parts of the typewriter
   2. Proper care and maintenance
      a. Cleaning
      b. Ribbon changing
      c. Ribbon control lever

C. Timed Writings
   Sentence and paragraph straight-copy drills from printed, rough draft, or longhand copies for speed and/or accuracy.

D. Business Letters
   1. Block style
   2. Modified block without paragraph indentions
   3. Modified block with paragraph indentions
   4. Letters on odd-sized stationery
   5. Special letter notations
   6. Carbon copies

VI. COURSE CONTENT, Continued

7. Envelopes
8. Punctuation
   a. mixed
   b. open

E. Centering Review
Vertical and horizontal placement

F. Tabulation Review
1. Figuring, clearing, and setting tab stops
2. Paragraph indentions
3. Columns in reports
4. Columnar headings
5. Outlines

G. Miscellaneous Clerical Typing (assignments based on individual needs)
1. Memorandums
2. Invoices
3. Postal cards, index cards
4. Telegrams, night letters
5. Announcements, programs, menus
6. Business reports—tabulations, centering, tables
7. Outlines and manuscripts
8. Typing from mailing lists

H. English Usage Drills
Punctuation, capitalization, and word division

VII. COURSE PROCEDURES, STRATEGIES, SUGGESTED LEARNING ACTIVITIES

Methodology to be utilized will depend upon objectives and needs of individual students. The teacher may evaluate the present status of the students' skills through the use of a pretest prepared on the basis of the course objectives. Discovered weaknesses may be remedied through technique improvement drills, demonstrations, audio-visual presentations, practice sessions, timed writings, performance and/or written tests, and problem solving. Teacher-prepared instruction sheets for each student would be most helpful. Individual student folders should be kept. A record of each student's goals should be part of his folder. Timed writings should be recorded. Each student should determine his goal and be aware of his weaknesses and strengths so that he can progress toward that goal.

A. Daily Activities
1. Warm up drills
Conditioning practice, keyboard review drills, and warm-up drills in most textbooks generally are reviews of previous keyboard instruction. If they are used as a warm-up at the beginning of the period, the assignment should be on the chalkboard. The students should be instructed to begin

typing as soon as they enter. The teacher may use this time to take attendance or handle any other clerical details. These practice drills should not be graded for speed or accuracy. A check mark may be used in the grade book to indicate satisfactory or unsatisfactory effort for a drill.

2. General review (review on areas of course content)
   a. English usage drills
      Students who evidence weakness in the area of word-division, punctuation, and capitalization should be given more concentrated drill as a form of specific review. If no book dealing with this problem is available, refer to the Appendix for examples.

   b. Technique improvement drills
      Periodic evaluations of the students' work will indicate areas of weakness in techniques at the typewriter. Specific review drills may be assigned.

      (1) Reinforcement - a drill which emphasizes a particular letter, number, or symbol.

      (2) Stroking - Each student should watch the teacher as she strokes the keys, listen to the rhythm as she types, and type from copy using the same techniques. The use of the Diatype Analyzer would help the student recognize his irregular typing.

      (3) Shift key practice - Groups of letters in both upper and lower case, sentences containing proper nouns, and words using capital letters can be used in this type of drill.
      EXAMPLE: jJj fFf kKk dDd jJ Jf dK Kd
      Boy Girl Ten Mary Tom
      Mary Jane embarked on Flight A.

      (4) Space bar - Drills involving long and short words and different types of punctuation will enable the student to develop skill in the use of the space bar.

      (5) Carriage return - Drills in which the teacher calls for the return of the carriage at varying times will be beneficial for the student who hesitates on the return of the carriage. A quick flick of the little finger (electric) or a quick return of the carriage return lever can be demonstrated by the teacher. Students should practice these motions and then apply the technique to the typing drills.

VII. COURSE PROCEDURES, STRATEGIES, SUGGESTED LEARNING ACTIVITIES, Continued

(6) Tabulator key - Tabs should be set in positions designated by the teacher or the drill book. The student may type columns of words dictated by the teacher or copy material indicated in the text. Emphasis should be on quick, reaching motions to the tabulator with eyes on the copy and no break in typing rhythm.

(7) Margin release - Students will be instructed to set margins for a line that is shorter than the material to be typed requiring the use of the margin release key. The teacher should demonstrate the proper technique for the reach and have the students practice it.

(8) Backspace key - Demonstration of the proper technique for backspacing should be given by the teacher. The student can type sentences which require him to backspace to underscore. Words or groups of letters may be typed leaving blank spaces as indicated by the teacher. The student will then be instructed to backspace and insert the missing letters.

EXAMPLES: T e be r as b o n.
The bear was brown.

d d c c f f s s
ddd ccc fff sss

(9) Eyes on copy - Difficult copy drills should be used to force the student to keep eyes on the copy. New material will be of some aid in this area. Another method is to have the student type from easy copy forcing him to keep eyes on the copy for a line at a time, then two lines, then two lines and a return, etc. Perhaps the best technique for breaking this bad habit is the use of a tachistoscopic device (the Skillbuilder).

c. Speed and accuracy drills

(1) Guided writings - The student should be told if the drill is for speed or for accuracy. The material is typed to establish a starting point. A projected goal is set by the teacher (an increase of two words or a decrease of one error) which the student uses to determine his new goal; then the material is typed again.

(2) Rhythm drills - The students will type to music from records which have a beat of 20 to 60 words per minute. Typing in rhythm tends to help the student to relax and stop looking at his fingers. The beat

per minute may be increased gradually and the typing speed will increase. Students may bring their own records of popular music.

(3) Accuracy drills - Student work can be evaluated and drills provided in the areas of student weakness. Drills for specific letters, reaches, first row keys, second or home row keys, and third row keys, left- and right-hand drills, and balanced-hand drills can be utilized. Most textbooks offer progressively difficult drills for accuracy.

(4) Timed writing - One-, three-, and five-minute paragraph timings should be provided as drill. The student should have adequate practice in taking these drills before a timed writing is offered for a grade.

d. Direct dictation drills
These drills are used to prepare the student to think and listen as he types. The teacher dictates words, phrases, and sentences while the students type them. Most typing texts have direct dictation drills.

e. Concentration drills
Many typographical errors are caused by lack of concentration during typing lessons. Students are given copy with missing letters in words, missing words in sentences, duplicated words, and words which have been spelled incorrectly. They are required to make the necessary corrections.

f. Composition at the typewriter
The teacher will write a number of sentences on the chalkboard. The student will use one of these sentences as the first part of his paragraph and continue with this thought until the paragraph is completed. A questionnaire type of drill may be presented to the student in which the student completes sentences on the typewriter.
EXAMPLE: I live in (name of state) .
The capital of my state is _____.
It is located in the _____ part of the state.

g. Corrective drills
(1) Proofreading drills—Students should be graded on proofreading skills. A bonus for accurate proofreading should be given occasionally. A knowledge of proofreading marks should be made a part of the lesson and students should be encouraged to use these when correcting their typing.

VII. COURSE PROCEDURES, STRATEGIES, SUGGESTED LEARNING ACTIVITIES, Continued

(2) Copy with error drills—A rough copy can be given to the typist within which the student will circle all errors.

(3) Comparison drills—These drills will aid the student to recognize errors. Two copies of the same paragraph will be offered to the typist. The student will use the correct paragraph to find the errors in the second (or incorrect) paragraph.

(4) Squeezing drills—Sentences will be presented to the student for correction. The typist will erase the error and insert a larger word in the existing space by squeezing.

EXAMPLE: They say they will. Try to be alert.
They ___ they will. Try to be _____.
(said) (prompt)

(5) Stretching or spreading drills—The student will correct the words to be changed and spread or stretch them to fit the space.

EXAMPLE: He will not come. They should attend.
He ___ not come. They _____ attend.
(may) (shall)

(6) Alignment drills—Instruct students to type their names or the names of places or words and phrases leaving blanks at varying intervals of their typing. Have them remove papers from the typewriter and reinsert them. Have the student line up the words and phrases and insert the missing letters.

EXAMPLES: Miss William on Miss W lliamson
M ss il iams n Mi s Wil a s n

Have the students type lines at varied intervals and angles on a half sheet of paper; then remove and reinsert the paper, and type their names on the lines.

EXAMPLE:

VII. COURSE PROCEDURES, STRATEGIES, SUGGESTED LEARNING ACTIVITIES, Continued

(7) Correction drills—After being instructed in the proper use of the eraser and the procedures used when making corrections, the student should be given an opportunity to develop this skill. Short timed writings can be given and the student should be permitted to make the necessary corrections. He should be given other timed writings in which words are deducted for errors. He should practice making corrections with a correction device (eraser, correction fluid, correction paper, etc.) until he can correct and type copy at a speed (NWAM) that is comparable to his speed with a penalty for errors.

h. Problem solving
Students will type various styles of business letters, centering and tabulation problems, manuscripts, and miscellaneous business forms. They will also prepare carbon packs and chain feed cards or envelopes concentrating on inserting them quickly and properly into the machine. The unarranged copy may be printed or written in longhand, and may contain proofreaders' marks.

3. Specific review
Instruction should be given on an individual basis depending on weaknesses and/or strengths of the student.

4. Problem solving for reinforcement
The student will work at solving problems in his area(s) of weakness. Problems offered to the student should begin with the simple and basic and progress to the more complex.

B. Special Activities

Special activities will help increase student interest and should be utilized when practicable for student motivation.

1. Art typing
Specially prepared materials are available for typing pictures. Students must concentrate and follow instructions in order to succeed at this activity.

2. Progress charts
Bulletin boards should be used to show student achievement.
EXAMPLE: Trim a Tree (Christmas). Paper ornaments in colors symbolizing areas of typing speed can be used to trim the tree. Each student's name should appear on an ornament.

Typewriting speed charts indicating the typist's success on timed writings may also be used.

VII. COURSE PROCEDURES, STRATEGIES, SUGGESTED LEARNING ACTIVITIES, Continued

For the benefit of the slow typist, a chart recording additional words per minute can be used. Each student will have a beginning speed. Each time he progresses an additional word, this should be recorded.

Speed charts may be posted in the room or kept in each student's notebook or folder.

3. Student display
When a student has turned in a perfect piece of work it should be placed on display. The student enjoys seeing his own success.

4. Free typing day
The students should be rewarded with a day in which they can do outside typing and receive credit for it if they have turned in all required work that has been assigned.

5. Student folders
The student should be made responsible for keeping his permanent folder in order. When papers are returned, he should be given scheduled time to do his own filing. To insure that the filing is done, periodic inspection of the files by the teacher should be made. The student may be given a penalty for missing items.

Each student should also have an instructional folder. It should contain timed writing and achievement charts. This folder will also contain an outline of the student's specific assignment in his area of weakness. If instructional packages are used, the current one should be noted in the folder, together with the day-by-day work of the student until he completes that unit. After evaluation, the work can be transfered to the permanent folder.

6. Games at the typewriter
Football or any other team sport can be used in the following fashion. Divide the class into two teams. Appoint a judge or score keeper and a captain from each side. The judge of one team will keep score with the captain of the other team to maintain accuracy. The students will type a one-minute (or 1/2-minute) speed dash. Each student will determine how many words he has typed, less 2 points off for each error. A grand total for each side will be determined. The difference between the two scores is the amount of yardage gained on the football field. (A football field can be drawn on the chalkboard.) A time limit should be set. Determine the winner by the total points earned. If no points are earned, the winner can be determined by the best position on the field.

VIII. EVALUATIVE INSTRUMENTS

A. Diagnostic Test

It is suggested that a diagnostic test be administered during the first day or so. Results will identify each student's strengths and weaknesses, and may be used to prepare lesson plans for each student so that he may work toward the achievement of his goal.

The test should encompass all of the performance objectives for the course and may be made up of the following parts (see Appendix for samples) some of which may be in rough draft or longhand form:

- timed writings
- business letter test
- capitalization and punctuation test
- dictation at the typewriter
- word-division test
- parts-of-the-typewriter test
- keyboard usage test
- tabulation and centering test
- composition at the typewriter
- production test

B. Interim Tests

1. Timed writings
   Timed writings should be offered on a weekly basis. Each student's starting speed should be determined during the diagnostic period. A starting speed can be determined by averaging three (3) timed writings. Each student will be on a different beginning level and his individual needs will differ. Students who need additional work on timed writings should be given an opportunity to work in this area.

   Grade points will depend upon the increase in words per minute. A minimum increase of five (5) words per minute from the starting speed should be required for a passing grade at the end of the course.

2. Evaluation in general review area
   Evaluation of the topic area covered in the general review of the current week.

3. Evaluation in area of concentration
   The student's progress should be evaluated. When he has attained sufficient competency in his individual area of weakness, he should proceed to another area. This competency level should be based on the individual's needs and goals.

4. Typing techniques may be evaluated by using the suggested check sheet in the Appendix.

C. Final Test

This test should parallel the diagnostic test. Each student should reach the minimum standards of the objectives; hopefully, the students will reach their personal goals which should be higher than course objectives.

IX. RESOURCES FOR STUDENTS

A. Books

1. One or more of the state adopted textbooks

2. Other books recommended by the teacher—may include

Short Course for the IBM Selectric Typewriter. International Business Machines Corporation, 1968.

Altholz, Gertrude. Modern Typewriting Practice, 3rd ed. New York: Pitman Publishing Corporation, 1962.

B. Handbooks

Dougherty, Margaret M.; Fitzgerald, Julia H.; and Bolander, Donald O. Instant Spelling Dictionary, 3rd ed. Mundelein, Ill.: Career Institute, 1967.

Leslie, Louis A. 20,000 Words, 5th ed. New York: Gregg Division, McGraw-Hill Publishing Company, 1965.

Silverthorn, J. E., and Perry, Devern J. Word Division Manual, 2d ed. Cincinnati: South-Western Publishing Company, 1970.

C. Workbooks

Lessenberry, D. C.; Crawford, T. James; and Erickson, Lawrence C. Laboratory Materials for 20th Century Typewriting. Cincinnati: South-Western Publishing Company, 1967.

Rowe, John L.; Lloyd, Alan C.; and Winger, Fred E. Learning Guides and Working Papers for Gregg Typing, 191 Series, 2d ed. Book One. New York: Gregg Division, McGraw-Hill Publishing Company, 1967.

D. Magazines and/or Periodicals

Office Girls' Workshop, Portfolio 1. Waterford: Bureau of Business Practice, Inc., 1964.

Office Girls' Workshop, Portfolio 2. Waterford: Bureau of Business Practice, Inc., 1964.

E. Audio-Visual Aids

1. Records

Keyboard Drills and Exercises. 45 rpm. New York: Gregg Division of McGraw-Hill Book Company.

Musical Typing. Set 99, 20-50 words per minute. New York: Dictation Disc Company.

IX. RESOURCES FOR STUDENTS, Continued

Timing Record for Typing Homework. T-800, 45 rpm, 6 min. New York: Dictation Disc Company.

Typewriting Rhythm Records (New Series 33 1/3 rpm) New York: Gregg Division of McGraw-Hill Book Company

2. Tapes

Gregg Typing Tapes, Fundamental of Production. (Correlated with Gregg Typing, 191 Series, Book 1, Second Edition New York: Gregg Division of McGraw-Hill Book Company.

Gregg Typing Tapes, Keyboard Course. (Correlated with Gregg Typing, 191 Series; and Gregg Typing Keyboard Course.) New York: Gregg Division of McGraw-Hill Book Company.

Typewriting Tapes for 20th Century Typewriting, 9th ed. Cincinnati: South-Western Publishing Company.

3. Transparencies

Typing Transparencies. Volumes 1-6. New York: Gregg Division of McGraw-Hill Book Company.

4. Learning Activity Packages

A series of 32 Tough Typing media packages are available from the Department of Media Services, Dade County Public Schools, 1971:

#11S-MP-1	PREPARING TO TYPE
#11S-MP-2	E, H, LEFT SHIFT
#11S-MP-3	I, T, PERIOD
#11S-MP-4	REINFORCEMENT
#11S-MP-5	U, C, RIGHT SHIFT
#11S-MP-6	R, O, Z
#11S-MP-7	G, N, W
#11S-MP-8	REINFORCEMENT AND BASIC TABULATION
#11S-MP-9	P, V, COMMA
#11S-MP-10	Q, M, X
#11S-MP-11	V, B, QUESTION MARK
#11S-MP-12	8 AND 1
#11S-MP-13	APOSTROPHE, EXCLAMATION POINT, 4
#11S-MP-14	2, 7, DOLLAR SIGN
#11S-MP-15	QUOTATION MARKS, 6, AMPERSAND
#11S-MP-16	UNDERSCORE, 3, 9
#11S-MP-17	NUMBER OR POUND SIGN, LEFT PARENTHESIS, AND ZERO
#11S-MP-18	5, RIGHT PARENTHESIS, HYPHEN
#11S-MP-19	PERCENT, ASTERISK, DIAGONAL
#11S-MP-20	COLON, ONE-HALF, CENT
#11S-MP-21	ONE-FOURTH, @, REVIEW

IX. RESOURCES FOR STUDENTS, Continued

#11S-MP-22 HORIZONTAL AND VERTICAL CENTERING
#11S-MP-23 PAGE LINE GAUGE
#11S-MP-24 WORD DIVISION
#11S-MP-25 VARIATIONS IN CENTERING
#11S-MP-26 PARTS OF LETTERS
#11S-MP-27 CARBON COPIES AND SMALL ENVELOPES
#11S-MP-28 PROOFREADERS' MARKS
#11S-MP-29 TABULATION WITH MAIN AND SECONDARY HEADINGS
#11S-MP-30 TABULATION WITH COLUMNAR HEADINGS
#11S-MP-31 OUTLINES
#11S-MP-32 MANUSCRIPTS

5. Videotapes

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Public Schools, (1971).

X. RESOURCES FOR TEACHERS

A. Books

Lamb, Marion M. Your First Year of Teaching Typewriting, 2d ed. Cincinnati: South-Western Publishing Company, 1959.

Russon, Allien R. and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1960.

Teacher's editions of the textbooks that are listed in Resources for Students.

B. Handbooks

House, Clifford R., and Koeble, Appollonia. Reference Manual for Office Personnel, 5th ed. Cincinnati: South-Western Publishing Co., 1970.

A Guide to Business Education in Florida Schools, Bulletin 72. Tallahassee: State Department of Education, 1967.

C. Magazines and/or Periodicals

Business Education Forum. Washington, D. C.: National Business Education Association. Monthly, October through May.

Business Education World. Hightstown: Gregg Division, McGraw-Hill. Five publishings each school year.

Journal of Business Education. East Stroudsburg: Gregg Division of McGraw-Hill. Monthly, October through May.

X. RESOURCES FOR TEACHERS, Continued

National Business Education Quarterly. Washington, D. C.: National Business Education Association. Quarterly.

The Balance Sheet. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Typewriting News. Cincinnati: South-Western Publishing Co. Semi-annual.

D. Audio-Visual Aids

1. Transparencies

Keyboard (Alphabet). New York: Gregg Division of McGraw-Hill.

Keyboard (Numbers and Symbols). New York: Gregg Division of McGraw-Hill.

2. Charts

Finger Dexterity Drills. Hartford: School Department, Royal Office Typewriters, Division of Litton Industries.

Gregg Typing Wall-Chart Instructor/Projection Screen. New York: Gregg Division of McGraw-Hill.

Keyboard Chart. Cincinnati: South-Western Publishing Co.

Royal 440 Manual Operating Parts Test. Hartford: School Department, Royal Office Typewriters, Division of Litton Industries.

Student's Royal 440 Typewriter Keyboard Test. Hartford: School Department, Royal Office Typewriters, Division of Litton Industries.

3. Pamphlets

Electric Typing is Easy Typing. New York: Underwood Corp.

How You Spell It. New York: Sperry Rand Corporation.

Tips to Typists. Syracuse: Smith-Corona Co.

4. Bulletin Boards

Bulletin Board Ideas—Typewriting. Delta Pi Epsilon, Colorado State College, Greeley, Colorado

200 Visual Teaching Ideas. Jane F. White and Thadys J. Dewar. Portland: J. Weston Walch, 1961.

X. RESOURCES FOR TEACHERS, Continued

5. Learning Activity Packages

Teacher package to accompany Touch Typing series with cues, evaluation instruments and keys, available from Department of Educational Media Services, Dade County Public Schools.

APPENDIX

EXAMPLES OF ENGLISH USAGE DRILLS

1. Word division

a. INSTRUCTIONS: Set your left margin at 20. Assume that the bell rings as you type the first letter of each word in Column I. In Column II, use the hyphen to indicate the point at which you would divide the word or group of words at the end of a line. If a word cannot be divided, type it as it appears in Column I.

COLUMN I	COLUMN II
business	
secure	
accurate	
don't	
product	
separate	
possibilities	
radiation	
answer	
motherinlaw	

b. INSTRUCTIONS: Type the words in Column I (above) as they appear. With your tab set at 50, tab and type each word again, indicating by the use of a hyphen all places at which a word may be divided. If a word cannot be divided, type it as it appears.

c. INSTRUCTIONS: Use the sheet entitled RULES FOR WORD DIVISION* which your teacher has given you and a dictionary or word book. Type the word in Column I; indicate syllables in each word in Column II; all possible points at which the word may be divided in Column III; indicate in Column IV the number of the rule which applies each time you use the hyphen (in the order of its appearance in the word).

*Note - The teacher can prepare a list of rules for the student to be used as a reference. The student also can be asked to indicate at which point he feels word division would be most desirable in a word.

EXAMPLES OF ENGLISH USAGE DRILLS, Continued

COLUMN I	COLUMN II	COLUMN III	COLUMN IV
aboveboard	a-bove-board	above-board	1
accurate	ac-cu-rate	ac-cu-rate	3, 5
introduce	in-tro-duce	in-tro-duce	3, 7, 2

2. Punctuation and capitalization drills

   a. INSTRUCTIONS: Type the following sentences supplying the correct punctuation.

      (1) After he leaves Miami he will stop at Atlanta Dallas and Los Angeles
      (2) He was born on December 5 1950 in Boston Massachusetts

   b. INSTRUCTIONS: Type the following sentences expressing numbers and capitals correctly.

      (1) the school was named in honor of john f kennedy.
      (2) on june 14 we celebrate flag day.
      (3) $25 is not too much money to pay for tickets to the ice follies.
      (4) 50 passengers had first and second class reservations on the queen mary.

3. English usage drills

   INSTRUCTIONS: Type the following sentences choosing the correct word in each from those indicated in parentheses.

   a. Neither (has/have) signed the contract yet.
   b. Everyone (is/are) urged to do his best work.
   c. Both books (presents/present) the facts on the case.
   d. Several (agrees/agree); others (doesn't/don't).

SAMPLE EVALUATIVE INSTRUMENTS

I. BUSINESS LETTER TEST

INSTRUCTIONS: Use the modified block style and mixed punctuation. Type the letter on a full sheet of paper and address an envelope.

January 15, 19__ Smith Sales & Service, Inc., 999 Wilson Avenue Atlanta, Georgia 46211 Gentlemen (P1) Having a bridge break down just as one is half way across must be a terrifying experience for anyone. Don't you agree? We had a similar experience ourselves this week. (P2) The Zenith Electric Typewriter we purchased from you slightly more than three months ago broke down right in the middle of a very important project. Where were we to turn? Our masters were being produced with this unique type, and we were too far along either to start over or to stop. Our three-month guarantee had just expired. Finding ourselves in midstream, we had to have the typewriter repaired--at a cost of $55. (P3) Even though the time is slightly over the guarantee period, we feel that you will want to stand behind your product and make an allowance for us on the repairs. May we expect one of your representatives to call on us next week? Sincerely yours Frank Brown, Manager (your reference initials)

II. BUSINESS LETTER QUIZ

A. INSTRUCTIONS: Identify this part as Section A, and number 1 through 8 on your paper. For each blank list the part of a business letter.

8114 Coral Drive
Miami, Florida 33121 _____(1)

(2)_____ November 25, 1970

Mr. Walter Brown
Ajax Company
1740 Palm Avenue
Hialeah, Florida 33012 _____(3)

Dear Mr. Brown: _____(4)

My brother, Dr. Harry F. Carter, was unexpectedly called to Atlanta yesterday. He asked me to let you know that he cannot keep his appointment with you on next Thursday afternoon at 3:30.

As soon as my brother knows when he will be in his office, he will notify me and I shall arrange for another appointment for you. When I write to you about the time of the appointment, I shall try to give you a choice of two days for the visit to my brother's office. _____(5)

Sincerely yours, _____(6)

Miss Helen Carter _____(7)

KSW _____(8)

II. BUSINESS LETTER QUIZ, Continued

B. INSTRUCTIONS: Use the letter on the preceding page as a basis for your answers. Identify your answers as Part B and use the appropriate numbers. Type the appropriate missing word(s) for each blank.

1. The _____ letter "style" was used to type the letter in Part A.

2. The _____ "style" of punctuation was used in the letter.

3. Letter "style" has to do with the _____ _____ of a letter.

4. A short business letter requires a _____ inch margin.

5. What are the margin settings for the previous answer? (Give pica and elite.)

6. To be considered a short letter, the body of the business letter must have under _____ words in it.

7. A letterhead contains two basic items of information: _____ _____

8. The text or body of a business letter is usually _____ spaced with a _____ space between paragraphs.

9. The reference symbols consist of the initials of the _____.

10. The inside address is usually typed _____ lines after the date.

11. The date and closing lines are indented to _____.

12. _____ space(s) are left between the state and the ZIP code in an address.

III. TABULATION TEST

INSTRUCTIONS: Type the following information in four columns. Center the problem vertically and horizontally on a half sheet of paper. Triple space after the main heading; double space after the columnar headings. Single space the data in the columns. Center the headings over the columns. Leave 8 spaces between columns.

OLYMPIC DECATHLON CHAMPIONS (1951-1956)

Year	Champion	Affiliation	Points
1951	Robert Richards	Illinois A. C.	7834
1952*	Robert Mathias	Tulare, Calif.	7825
1953	Milton Campbell	Plainfield, N. J.	7235
1954	Robert Richards	Los Angeles A. C.	6501
1955	Robert Richards	Los Angeles A. C.	6873
1956	Rafer Johnson	U. C. L. A.	7754

*New scoring system inaugurated.

IV. CENTERING PROBLEMS

A. INSTRUCTIONS: Use a half sheet of paper and double spacing. Center the problem vertically; center each line horizontally.

FUTURE BUSINESS LEADERS OF AMERICA

invites you

to

Installation of Officers

Saturday, May 2, 1972

Room 211, 7:45 p.m.

B. INSTRUCTIONS: Use a full sheet of paper and triple spacing. Type in all capital letters. Center the problem vertically in reading position; center each line horizontally.

BUSINESS ARITHMETIC
BOOKKEEPING
CONSUMER BUSINESS EDUCATION
ECONOMICS
GENERAL BUSINESS
OFFICE AND SECRETARIAL PRACTICE
SHORTHAND
TRANSCRIPTION
TYPEWRITING

V. CAPITALIZATION AND PUNCTUATION TEST

INSTRUCTIONS: Use a 70-space line. Type the number of each statement; then type the statement supplying the correct punctuation in sentences 1-5. Type sentences 6-10 expressing numbers and using capitals correctly.

1. As the homecoming parade started the leader said "March to victory!
2. On June 15 1969 a special monument was erected in Boston massachusetts.
3. The seventy six passengers held tickets for first and second class fares.
4. The following was printed on the sign Beware of the Dog.
5. The best thing to do said the swimmer is to exhale through the mouth.
6. The southern part of georgia is very typical of the south.
7. He said, "this sale must be subject to the Manager's approval".
8. 50 days have gone by since the americans left in january.
9. His address is 345 7th street; it is a very long street.
10. The school has been renamed in honor of president kennedy.

VI. WORD DIVISION TEST

INSTRUCTIONS: Type with single spacing the following word list in a single column centered vertically and horizontally on a half sheet of paper. As you type the words, show by use of the hyphen the first acceptable division point of the word if it were to be divided at the end of the line. If a word cannot be divided, type it without a hyphen.

1. confused
2. statement
3. friendly
4. self-analysis
5. didn't
6. apostle
7. separate
8. June 5, 1969
9. possessed
10. typewritten
11. throughout
12. fluctuation
13. carefully
14. Y.W.C.A.
15. elucidate
16. chemical
17. charity
18. Missouri
19. $21,000
20. preacher

VII. PARTS OF THE TYPEWRITER TEST

INSTRUCTIONS: Number 1 through 10 on your paper. Select the word that best fits the definition. Indicate the word of your choice by <u>letter</u>.

a. margin stop, left

b. paper guide

c. tabulator key or bar

d. line-space regulator

e. margin stop, right

f. space bar

g. cylinder (or platen)

h. paper release lever

i. carriage-release lever

j. paper bail

k. line-space and carriage-return lever

l. tabulator clear key

1. The rubber roller around which paper is inserted

2. Used in returning the carriage and automatically spacing between lines

3. Used to set the beginning of the writing line

4. Permits operator to move the carriage easily to any point on the scale

5. Guides the left edge of the paper as it is inserted into the typewriter

6. Used for spacing between letters or words

7. Used for indenting for paragraphs

8. Used when paper is straightened or removed

9. Used to adjust the typewriter for single, double, or triple spacing

10. Holds the paper firmly against the cylinder

VIII. KEYBOARD USAGE TEST

1. Type the following sentences filling in the blanks.

   a. Space _____ after a period.
   b. Space _____ after a semicolon.
   c. Type a dash with _____ hyphens.
   d. Leave _____ spaces within an abbreviation.
   e. Space _____ after a comma.

2. Type the following "made" symbols and indicate which key or keys should be used.

   a. A times sign
   b. A minus sign
   c. A plus sign
   d. A division sign

3. Type "true" or "false" next to the corresponding letter for each of the following sentences.

   a. One space is left before and after a hyphen in a hyphenated word.

   b. No space is left before or after a colon when stating time.

   c. There is one space between the dollar sign and the following figure.

   d. There should be no spaces between the parentheses and the words they enclose.

   e. There should be no space between a figure and the percent sign.

   f. There is one space between the quotation marks and the words they enclose.

   g. One space precedes and follows an apostrophe.

   h. One space is left before and after the ampersand.

   i. One space is left between a whole number and a keyboard fraction.

   j. There is one space between a whole number and a "made" fraction.

   k. Before a figure, # stands for pounds; after it, for number.

TOUCH TYPING

SUGGESTED CHECK SHEET FOR EVALUATING TECHNIQUES

NAME _____ LESSON(S) _____ DATE _____

	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	BELOW AVE. (1)	POOR (0)	SCORE
1. POSITION AT THE TYPEWRITER (5)						
a. Comfortable, relaxed position directly in front of typewriter						
b. Feet on floor						
c. Elbows relaxed						
d. Curved fingers						
e. Wrists low and relaxed, but free from typewriter contact						
2. CONDITION OF WORK AREA (5)						
a. Paper at left						
b. Typewriter positioned correctly						
c. Book at reading angle, on right side						
d. Unneeded items removed						
e. Neatness of surrounding area						
3. INSERTING AND REMOVING PAPER (5)						
a. Adjustment of paper ball						
b. Operation of the paper ball						
c. Holding of paper for insertion						
d. Twirling of cylinder knob						
e. Use of release lever for adjustment and removal						
4. KEY STROKE (5)						
a. Finger action						
b. Snap stroke						
c. Hands, wrists, and arms relaxed						
d. Uniform stroking						
e. Proper finger use						
5. SPACE-BAR ACTION (4)						
a. Right thumb curved close to bar						
b. Bar struck properly						
c. Bar released instantly						
d. No pauses						
6. SHIFT-KEY REACH (4)						
a. Quick, little finger reach; other fingers in position						
b. Shift down as key is struck						
c. Shift released after key is struck						
d. No pauses						
7. READING COPY (4)						
a. Eyes on copy						
*b. Fingers prepositioned in anticipating strokes						
*c. Words typed at word level when possible						
*d. Rhythm pattern fluent and continuous						
8. CARRIAGE RETURN (3)						
a. Return quickly at end of lines						
b. New lines started without pause						
c. Eyes on copy						
*9. CONTINUITY AND RHYTHM (4)						
a. Carriage kept moving						
b. One-hand words typed with finger action						
c. Balanced-hand words typed at a word level						
d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed						
*10. TABULATOR BAR (5)						
a. Depressed firmly						
b. Held down until carriage stops						
c. Quick reach; fingers in position						
d. No pauses						
e. Eyes on copy						
11. RIGHT MIND SET (4)						
a. Attention to technique cues						
b. Effort made to improve						
c. Alert, but relaxed						
d. Practice with a purpose						
					AVERAGE SCORE	

*These items should not be used in the early stages of learning to type.

NOTE: Numbers in parentheses represent the number of items to be evaluated in each section.

ANSWER KEYS FOR EVALUATIVE INSTRUMENTS

I. BUSINESS LETTER TEST—Teacher checks form of students' work.

Suggestions for scoring. Count 25 points if the entire letter is typed correctly. Deduct 2 points for each line not typed and 1 point for each error. Grading scale should be determined on the basis of individual student goals.

II. BUSINESS LETTER QUIZ ANSWER KEY

A. (Parts are identified in the order in which they appear on the page.)

1. Return address
2. Date
3. Inside address
4. Salutation
5. Body
6. Complimentary close
7. Typed signature
8. Reference initials

B.

1. Modified block without paragraph indentions
2. Mixed
3. Form (or placement of parts)
4. 2
5. 24 and 82 (elite) or 20 and 87 (pica)
6. 100
7. Name of sender, address
8. single - double
9. typist (and dictator)
10. 4
11. 50 elite, 42 pica (center)
12. 2 or 3

III. TABULATION TEST ANSWER KEY

Margin and tabulator stops: 18, 30, 53, 78 - elite; 10, 22, 45, 70 - pica
Main heading begins at 31, elite; 23, pica
Column headings should be centered as follows:

Year	Champion	Affiliation	Points
1951	Robert Richards	Los Angeles A. C.	7834

Suggestions for scoring: Count 30 points if the tabulation is typed correctly. Deduct 2 points for each line not typed and one point for each error.

IV. CENTERING PROBLEMS KEY

Problem A - Start on line 12 from top. First line begins at 33, elite; 25, pica; use the fold-over method to check centering.

Problem B - Start on line 21 from top. First line begins at 41, elite; 33, pica; use the fold-over method to check centering of lines.

V. CAPITALIZATION AND PUNCTUATION TEST KEY

1. As the homecoming parade started, the leader said, "March to victory!"
2. On June 15, 1969, a special monument was erected in Boston, Massachusetts.
3. The seventy-six passengers held tickets for first- and second-class fares.
4. The following was printed on the sign: "Beware of the Dog."
5. "The best thing to do," said the swimmer, "is to exhale through the mouth."
6. The southern part of Georgia is very typical of the South.
7. He said, "This sale must be subject to the Manager's approval."
8. Fifty days have gone by since the Americans left in January.
9. His address is 345 Seventh Street; it is a very long street.
10. The school has been renamed in honor of President Kennedy.

Suggestions for scoring: Count 2 points for each correctly typed line (20). Deduct 1 point for each error in typing, punctuation, or capitalization.

VI. WORD DIVISION TEST KEY

1. con-fused
2. state-ment
3. friendly
4. self-analysis
5. didn't
6. apostle
7. sepa-rate
8. June 5,
9. pos-sessed
10. type-written
11. through-out
12. fluc-tuation
13. care-fully
14. Y.W.C.A.
15. elu-cidate
16. chem-ical
17. char-ity
18. Missouri
19. $21,000
20. preacher

Heading begins at 39, elite; 31, pica
Column begins at 42, elite; 34, pica

Suggestions for scoring: Count 20 points if the entire list is typed without error. Deduct 1 point for each word wrongly divided and 1 point for each typographical error, and deduct two points for any deviation from the instructions.

VII. PARTS OF THE TYPEWRITER TEST KEY

1.	g	6.	f
2.	k	7.	c
3.	a	8.	h
4.	i	9.	d
5.	b	10.	j

Suggestions for scoring: 10 points for each correct answer.

VIII. KEYBOARD USAGE TEST KEY

1.

a. Twice
b. Once
c. Two
d. No
e. Once

2.

a. X (X)
b. - (Hyphen)
c. ' (Hyphen and diagonal or hyphen and 2 apostrophes)
d. : (Hyphen and colon)

3.

a. false
b. true
c. false
d. true
e. true
f. false
g. true
h. true
i. false
j. true
k. false

Suggestions for grading: A numerical or letter grade may be assigned on the basis of the percentage of correct answers.